

JAMES HENDRIX ELEMENTARY

1084 Springfield Road
Boiling Springs, South Carolina 29316

GRADES PK-5 Elementary School

ENROLLMENT 779 Students

PRINCIPAL Dawn S. Neely 864-578-1288

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Joyce M. Wright 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	54	28	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 23 out of 27 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

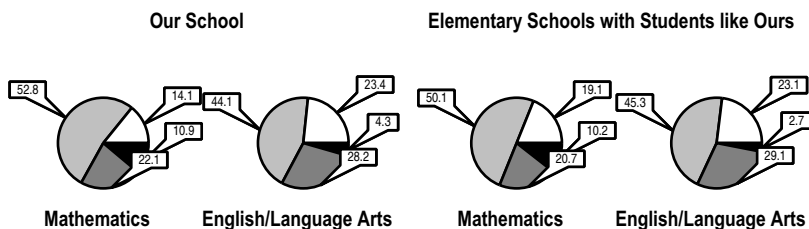
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	116	87
Percent satisfied with learning environment	95.1%	76.5%	78.2%
Percent satisfied with social and physical environment	95.0%	76.5%	66.3%
Percent satisfied with home-school relations	90.0%	79.8%	77.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	423	97.6	23.4	44.1	28.2	4.3	32.5	17.6
Gender								
Male	249	96.8	26.4	42.6	28.7	2.3	31.0	17.6
Female	174	98.9	19.2	46.2	27.6	7.1	34.6	17.6
Racial/Ethnic Group								
White	246	98.0	19.0	42.5	33.5	5.0	38.5	17.6
African-American	107	97.2	19.1	55.3	21.3	4.3	25.5	17.6
Asian/Pacific Islander	19	94.7	29.4	47.1	23.5	N/A	23.5	17.6
Hispanic	51	98.0	55.0	25.0	17.5	2.5	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	362	99.2	19.2	44.6	31.3	5.0	36.2	17.6
Disabled	61	88.5	51.0	40.8	8.2	N/A	8.2	17.6
Migrant Status								
Migrant	N/A	0.0	35.7	28.6	28.6	7.1	35.7	17.6
Non-migrant	423	97.6	22.9	44.7	28.2	4.2	32.4	17.6
English Proficiency								
Limited English proficient	42	97.6	77.1	20.0	2.9	N/A	2.9	17.6
Non-limited English proficient	381	97.6	16.6	47.1	31.4	4.8	36.3	17.6
Socio-Economic Status								
Subsidized meals	213	96.2	31.6	45.8	19.8	2.8	22.6	17.6
Full-pay meals	209	99.0	15.9	42.6	35.9	5.6	41.5	17.6

Mathematics								
All students	423	98.6	14.1	52.8	22.1	10.9	33.1	15.5
Gender								
Male	249	99.2	13.1	50.5	23.4	13.1	36.5	15.5
Female	174	97.7	15.7	56.2	20.3	7.8	28.1	15.5
Racial/Ethnic Group								
White	246	98.4	12.6	49.1	25.7	12.6	38.3	15.5
African-American	107	99.1	11.6	65.3	12.6	10.5	23.2	15.5
Asian/Pacific Islander	19	100.0	11.1	44.4	33.3	11.1	44.4	15.5
Hispanic	51	98.0	30.0	47.5	20.0	2.5	22.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	362	99.7	11.4	52.3	23.7	12.6	36.3	15.5
Disabled	61	91.8	32.0	56.0	12.0	N/A	12.0	15.5
Migrant Status								
Migrant	N/A	0.0	35.7	35.7	28.6	N/A	28.6	15.5
Non-migrant	423	98.6	13.3	53.5	21.9	11.4	33.2	15.5
English Proficiency								
Limited English proficient	42	100.0	41.7	41.7	16.7	N/A	16.7	15.5
Non-limited English proficient	381	98.4	10.2	54.4	23.1	12.3	35.4	15.5
Socio-Economic Status								
Subsidized meals	213	98.6	20.4	56.9	16.6	6.1	22.7	15.5
Full-pay meals	209	98.6	8.2	49.0	27.3	15.5	42.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	119	N/A	15.5	46.6	36.2	1.7	37.9
	Grade 4	116	N/A	16.4	57.3	25.5	0.9	26.4
	Grade 5	120	N/A	21.9	47.4	29.8	0.9	30.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	151	97.4	18.9	34.8	36.4	9.8	46.2
	Grade 4	143	98.6	25.2	45.7	28.3	0.8	29.1
	Grade 5	129	96.9	26.5	53.1	18.6	1.8	20.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	119	N/A	15.5	38.8	25.9	19.8	45.7
	Grade 4	116	N/A	29.1	41.8	21.8	7.3	29.1
	Grade 5	120	N/A	16.7	39.5	24.6	19.3	43.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	151	98.7	11.9	47.0	24.6	16.4	41.0
	Grade 4	143	99.3	19.5	49.2	21.9	9.4	31.3
	Grade 5	129	97.7	10.6	63.7	19.5	6.2	25.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 779)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 2.6%	3.1%	2.4%
Attendance rate	96.0%	Down from 96.7%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.6%	Down from 11.5%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Up from 5.6%	8.9%	8.0%
Older than usual for grade	0.4%	Down from 1.5%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	68.8%	Down from 70.8%	46.7%	50.0%
Continuing contract teachers	91.7%	Down from 93.8%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.5%	Up from 93.6%	88.0%	86.2%
Teacher attendance rate	94.9%	Down from 95.1%	95.2%	95.3%
Average teacher salary	\$46,020	Up 1.0%	\$39,668	\$39,909
Prof. development days/teacher	9.2 days	Up from 9.0 days	10.8 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio	20.4 to 1	Down from 20.6 to 1	19.3 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 90.7%	89.8%	89.7%
Dollars spent per pupil*	\$5,625	Up 1.1%	\$5,796	\$5,892
Percent spent on teacher salaries*	67.5%	Up from 66.5%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**GOALS AND OBJECTIVES**

The James H. Hendrix Elementary faculty, staff, and community developed a comprehensive plan as required by the Southern Association of Colleges and Schools. All stakeholders participated in the development of five main goals for the school. All students will improve in performance as a result of: (1) a challenging academic environment; (2) updated training for teachers in content and process skills; (3) effective use of technology; (4) continuation of higher order thinking skills with an emphasis on writing; and (5) the involvement of a supportive community. Goals were written to address specific school needs and all components of the district's education plan. The School Improvement Council, along with school personnel, regularly reviews the progress made in achieving these goals.

ACCOMPLISHMENTS

For the past three years, students in grades three and five have shown a steady increase in their PACT scores in math and reading. Fourth grade has shown dramatic strides in percentages at the proficient level in math. Our 4K program continues to prepare our youngest students for school while our full-day kindergarten steadfastly strives to provide the skills needed for first grade. Hendrix Elementary was awarded the President's Award of Merit from "Call to Care of Carolina" for providing educational services to children of poverty through Pennies for Patients and Operation Warmth. The Title I program enabled all classrooms to have computers, and new software in reading and math has been installed in each of our computer labs.

PLANS FOR THE FUTURE

James H. Hendrix Elementary School will use a systematic process to build vision and goals for the 2003-2004 year. Data will provide us the base for powerful decision-making to benefit our educational programs. A school-wide action plan will be developed to address the needs in the areas of math, writing, reading and technology. The active involvement of the PTA helps provide integral programs that benefit all children. The high expectations and expertise of the administration, faculty, and staff will enable all students to be successful learners.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.